K4800-24

TAX TROUBLES

Education groups are joining Ohio's governor in his fight to prevent the repeal of a 90-percent increase in income taxes that would cos public schools $637 million.

See Page 5.

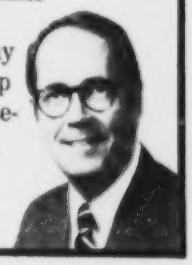
PAY PROPOSALS

Unhappy with the thinking of a state panel studying merit pay, a Florida teachers' union has developed its own alternative plan that would establish a professional career ladder and raise overall salaries for teachers.

See Page 8.

REFORM PLANS

Pennsylvania's governor wants a new core curriculum for public schools, incentive pay for teachers, rewards for top pupils, and mandatory state-funded remedial programs.



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EDUCATION WEEK

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'To Introduce Adolescents to the Person of Jesus'

Youth Ministers' Activities Raise Policy Issues for Educators

By Hope Aldrich

"Hey, man, you still driving that Maverick?" calls out a young man standing by the doors of the high school.

"Wanna come over to my house tonight, watch the ball game?" he asks another.

It is lunchtime, and as students pour out of the Washington, D. C., school, many cluster around the young man they call John.

John is dressed casually in a navy rugby shirt marked with the initials "YL." Though he is older, he talks in the style of the students. His voice rises and falls with the same rhythms.

"Hey, John, what movie we gonna see Tuesday?"

"Dunno. What you wanna see?"

"Dunno. Seen 'em all."

As they chat on—about movies, cars, ballgames—John sways and pivots with the same body movements the teen-agers use. The students, with broad smiles, grasp for his outstretched hand.

He is John Wagner, 24 years old, a native of Upper Marlboro, Md., and a graduate of Wake Forest University. He is also a full-time paid staff member of Young Life, one of the nondenominational evangelical groups that in recent years have developed a growing cadre of "youth

Continued on Page 14

BEN BOSLETT

John Wagner and a student.

N.A.S.B.E. Panel Recommends Better, Not Longer, Schooling

Report Outlines Policy Options for Education Reform

By Susan Walton

NEW ORLEANS—A task force convened by the National Association of State Boards of Education has recommended that state boards focus their attention on increasing the amount of time spent on instruction during the existing school day, rather than working to extend the school day or the school year.

That recommendation—which diverges from proposals made last spring by the National Commission for Excellence in Education—is part of a package of "policy options" presented to the approximately 250 state-board members who convened here last week for NASBE's 25th annual meeting.

The suggestions, contained in a report entitled "State Board Options for Policy Development" and outlined at a session of the meeting, are intended to guide board members in responding to the problems outlined recently in numerous national reports on education.

Acknowledging that boards in many states share responsibility for education with legislatures and education departments, the task force focused its attention on "those issues over which state boards of education have influence and which are most critical to achieving the goal of excellence in education."

The task force, made up of board members from each state, emphasized that its intent was not to "recommend each state board do the same, but to reach an understanding about the various options available. . . ."

"We have raised the policy questions that must be answered as each state continues to move in the area of educational change," the report states. "The need for change and the reasons are different in each state."

As speakers at that and other sessions noted, reform efforts are already well under way in many states, and were, in many

Continued on Page 16

F.B.I. Raids Prompt Call for the Teaching of Computer Ethics

By Charlie Euchner

The Federal Bureau of Investigation's seizure of computer equipment from young people in 13 cities earlier this month has focused national attention on what experts say is an increasingly vexing problem—protecting the security of information stored in large computer databases.

Experts say the practice of gaining access to data stored in large computers—which involves the use of a microcomputer, telephone lines, and attachments called "modems" that translate computer pulses into current that can travel through telephone lines to other computers—has resulted in as much as $1 billion in damage annually and serious breaches of privacy.

That many of the so-called "hackers" whose activities have been discovered are young, experts add, indicates a need for elementary and secondary schools to teach ethics of computer use in computer courses. No major education organization has yet devised a formal code of ethics, they say, and teachers often do not know of their students' improper computer activities.

Gregory Cope—the principal of Irvine Woodbridge High School in Irvine, Calif., the school attended by four of the hackers investigated by the F.B.I.—said the F.B.I. disclosures would probably cause schools to be more careful in protecting their own computerized records. He said access to his school's records can be obtained by guessing a simple code, which is usually a name.

The F.B.I. seized the computer equipment of 15 young people earlier this month after the G.T.E. Telenet Communications Corporation reported that its computer data had been tampered with. G.T.E. discovered the

Continued on Page 17

Education Groups Jointly Endorse School Reforms

Forum Gives Top Priority To Improving Teaching

By Cindy Currence

Agreeing with recent national reports that teaching "is the crucial link to school improvements," a coalition of national education organizations scheduled a Washington press conference this week to present its "consensus" on that and other issues raised in the reports.

The group's response represents the first unified effort of major education groups to produce recommendations to guide local educators in implementing reform policies, according to Harold Hodgkinson, moderator of the Forum of Educational Organization Leaders.

The forum includes the American Association of Colleges for Teacher Education, the American Association of School Administrators, the American Federation of Teachers, the Council of Chief State School Officers, the Education Commission of the States, the National Association of State Boards of Education, the National Association of Elementary School Prinicipals, the National Association of Secondary School Principals, the National School Boards Association, the National Congress of Parents and Teachers, and the National Education Association.

Support for Reforms

In a preamble to a draft of its report, the coalition indicated its support for many of the newly proposed reforms aimed at producing educational "excellence," but asserted that it sees no conflict between that goal and the goal of expanding opportunity through education.

"We do not support," the leaders said, "a repeal of the constructive made-in-America reforms of the last 25 years: more appropriate education for the handicapped and non-English-speaking students; school desegregation; school nutrition programs; student rights; and more adequate pay and protection for those in educational careers." The coalition urged a "continuation of the agenda of the 50's and 60's to make educational opportunities available for all children."

The principal recommendations in the draft document concerned methods for making the teaching profession more attractive and improving the quality of the teaching force.

Continued on Page 16

THE WEEK

A SUMMARY OF NEWS AND EVENTS

IN SUMMARY

Creationism Advances in Louisiana
The state supreme court has upheld the legislature's right to order creationism to be taught along with evolution. **Story on Page 6.**

Pennsylvania Joins the Reform Movement
The governor urges a core curriculum and proposes rewards as well as tests for both students and teachers. **Story on Page 6.**

Military Recruiting in New Hampshire
Restrictions by school districts on "bird-dogging" recruiters has led to a state law allowing them limited access to schools. **Story on Page 6.**

A Plan of Their Own
A Florida teachers' union, dissatisfied with a state proposal, has devised an alternative merit-pay plan. **Story on Page 8.**

Religion in Schools
A bill that would deny federal aid to schools that bar student religious meetings is attacked in House hearings. **Story on Page 10.**

Funds and Flexibility Cut
The National Institute of Education's research priorities are tabled as bidding on the labs and centers is deferred. **Story on Page 10.**

Supreme Court Decisions (Cont.)
The Court lets stand a lower court's imposition of a desegregation order that resulted in school closings. **Story on Page 10.**

Agreeing on a Budget
The Congress has approved a $15.22-billion budget for education in 1984—some $200 million less than last year. **Story on Page 11.**

Disagreeing With a Decision
A losing bidder condemns the process that awarded a contract for the national vocational-education research center. **Story on Page 11.**

The Top of the Class
"Outstanding" mathematics and science teachers from across the nation are honored at the White House. **Story on Page 12.**

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FEDERAL

Trade Panel Alleges Art-Supply Firms Fixed Prices Illegally

The Federal Trade Commission has determined that four major art-supply manufacturers have engaged in a price-fixing conspiracy and ordered them to pay $2.27 million to state education agencies affected by the overcharges.

The F.T.C. had accused Binney & Smith Inc., Milton Bradley Co., American Art and Clay Inc., and the Joseph Dixon Crucible Co. of illicitly agreeing among themselves to set prices of crayons, clay, paint, and other art supplies, thus artificially inflating their cost to states.

According to spokesmen for the commission, all 50 states and U.S. territories will share in the settlement reached with the companies. The money will be divided among the states on the basis of their average public-school population between 1972 and 1976.

Private Schools Getting More Aid, New Study Shows

Last year, about 15 percent of the federal education funds received by 32 urban school districts under the Chapter 2 block grant went to private schools, up from about 5 percent during the 1981-82 school year, when the block grant was not in place, according to a study by the Council of Great City Schools. *(See chart on this page.)*

More than $9 million of the $61.3 million received by the council's 32 members under Chapter 2 last year was paid to private schools in the form of textbooks, computers, transportation, and other services, according to the report. In 1981-82, the year before the block grant went into effect, about $5.2 million of the $103.2 million in federal categorical aid received by the council's 32 member school systems was passed along to private schools, according the the council's estimates.

In 1980-81, about 28 percent of the 4.4 million students in the cities of the 32 school systems were enrolled in private schools, the report notes.

House Set To Vote On Close-Up Bill

The House was scheduled to vote late last week on a bill that would reauthorize the Close-Up Foundation program, which brings approximately 16,000 high-school students to Washington annually to observe the workings of the federal government. *(See Education Week, May 5, 1982.)*

The measure, H.R. 3324, would also remove law-related education programs from the Chapter 2 education block-grants program and provide them with at least $500,000 annually under the Secretary of Education's discretionary fund.

Representative Carl D. Perkins, Democrat of Kentucky and chairman of the chamber's Committee on Education and Labor, defended the Close-Up program during debate on the reauthorization bill on Oct. 17, noting that federal funds generate matching private funds on a nine-to-one basis.

From fiscal years 1979 to 1982, the program received $1 million annually from the government. The bill under consideration would increase that amount to $1.5 million retroactive to fiscal 1983.

Representative John N. Erlenborn, Republican of Illinois and ranking minority member of the education panel, acknowledged that "Close-Up is doing a good job" but argued against the measure.

"It appears to me that we have succeeded in assisting the Close-Up Foundation to get established," Representative Erlenborn said. "In my view, the time has come to free the program from reliance on federal assistance."

He added that the program "is ready to stand on its own instead of becoming more dependent upon federal aid."

Mr. Erlenborn also argued against pulling the law-related education programs from Chapter 2. "If we continue to pull programs out of the block grant, we will be replacing the promised flexibility with reassertion of strong federal direction that inevitably follows federal funds awarded through categorical programs," he said.

E.D. Stand on Title IX Remains Unchanged

The director of the Education Department's office for civil rights said last week that he will seek to reopen

Chapter 2 Aid to Public and Private Schools Spending Estimates

	Categorical programs		Block grant		
	Public and private 1980-81	1981-82	Public 1982-83	Private 1982-83	Total 1982-83
Albuquerque, N.M.	$510,000	$488,147	$460,003	$28,840	$488,843
Atlanta	1,630,000	1,300,000	827,136	59,030	886,166
Baltimore	1,750,186	1,176,254	1,212,835	214,030	1,426,865
Birmingham, Ala.	284,114	576,927	425,000	25,000	450,000
Boston	3,332,080	859,003	1,011,056	390,425	1,401,493
Buffalo, N.Y.	6,696,530	7,861,652	950,000	250,000	1,200,000
Chicago	5,820,000	6,784,273	5,449,996	858,260	6,358,256
Cleveland	15,499,068	4,968,874	1,045,812	188,375	1,234,187
Columbus, Ohio	5,732,335	3,537,746	883,240	95,000	758,240
Dade County, Fla.	2,820,046	2,624,959	2,940,506	157,400	3,097,906
Dallas	3,975,367	2,654,230	1,439,866	71,100	1,510,966
Denver	1,862,017	784,158	717,848	98,100	815,948
Detroit	7,304,073	4,830,600	3,200,000	600,000	3,800,000
Long Beach, Calif.	190,283	183,366	279,000	31,000	310,000
Los Angeles	19,817,260	10,458,362	7,177,423	900,000	8,077,423
Memphis, Tenn.	1,249,441	1,043,532	951,069	100,210	1,051,279
Milwaukee	8,527,592	7,835,847	2,400,106	295,500	2,695,606
Minneapolis	700,000	679,371	546,026	58,400	604,426
Nashville	1,035,940	795,675	557,240	43,660	600,900
New Orleans	2,110,899	1,903,758	658,400	185,000	843,400
New York	21,165,781	14,525,753	9,024,866	2,530,000	11,554,866
Norfolk, Va.	1,077,959	641,519	455,000	45,000	500,00
Oakland, Calif.	1,007,273	625,937	301,638	30,000	331,638
Philadelphia	8,781,436	5,609,099	2,876,345	670,000	3,546,345
Pittsburgh	687,135	463,949	595,836	142,140	737,976
Portland, Ore.	714,878	686,000	610,000	35,000	645,000
Rochester	1,565,232	3,076,523	830,000	150,000	980,000
St. Louis	7,798,795	5,131,487	750,000	–	750,000
San Francisco	2,340,442	1,610,144	855,682	196,000	1,051,682
Seattle	7,012,640	4,230,337	731,530	192,000	923,530
Toledo, Ohio	1,693,452	879,592	371,000	103,000	474,000
Washington, D.C.	7,155,121	5,081,817	1,859,360	328,000	2,187,360
Total	$152,004,196	$103,198,711	$52,223,939	$8,078,379	$61,294,305

Source: Council of the Great City Schools

DATABANK

The American Teacher: A Profile of Trends In the Profession

These tables, reflecting aspects of the supply-and-demand situation in the teaching profession, are drawn from recently released reports by the National Education Association and the Council of Graduate Schools: "Teacher Supply and Demand in Public Schools, 1981-82," by the N.E.A. and "Survey of Graduate Enrollment," by the C.G.S.

Graduates Prepared to Teach And Bachelor's and First Professional Degrees, 1949-50 Through 1980-81

Year	Total graduates prepared to teach [1]	Total bachelor's and first professional degrees	Teacher-education graduates as percent of BA and first-professional-degree graduates
1949-50	115,477	433,734	26.6%
1950-51	106,797	—	—
1951-52	99,150	331,924	29.9
1952-53	91,443	—	—
1953-54	85,801	292,880	29.3
1954-55	87,409	285,841	30.6
1955-56	97,586	309,514	31.5
1956-57	109,091	338,436	32.2
1957-58	114,411	363,502	31.5
1958-59	119,421	382,904	31.2
1959-60	130,203	392,440	33.2
1960-61	129,188	392,710	32.9
1961-62	142,343	417,846	34.1
1962-63	153,843	447,622	34.4
1963-64	174,133	498,654	34.9
1964-65	190,209	530,003	35.9
1965-66	198,599	551,047	36.0
1966-67	219,587	590,547	37.2
1967-68	233,281	656,710	35.6
1968-69	264,217	764,185	34.6
1969-70	284,276	827,234	34.4
1970-71	315,558	877,676	35.7
1971-72	317,254	930,684	34.1
1972-73	313,141	972,380	32.2
1973-74	279,145	999,592	27.9
1974-75	238,212	978,849	24.3
1975-76	222,049	988,395	22.5
1976-77	194,036	982,908	19.7
1977-78	181,348	987,735	18.4
1978-79	163,443	990,238	16.5
1979-80	143,935	999,601	14.4
1980-81	140,639	1,003,700	14.0

Sources: N.E.A. Research Studies of Teacher Supply and Demand, N.C.E.S. Reports on Earned Degrees and Projections of Education Statistics.

[1] Graduates prepared for library-science assignments are included for years prior to 1965-66.

Number of People, Aged 21 to 65 in 1981, Who Had Completed Certification Requirements For Teaching

Status in Fall 1981	Number Estimated
Employed as public-school teachers, 1980-81	2,200,000
Graduates completing preparation to enter teaching for first time in fall 1981	140,000
Former teachers	
In other employment	1,350,000
In the labor reserve	530,000
Never employed as teachers in public schools	
In other employment	1,530,000
Did not apply for teaching jobs (920,000)	
Applied for but not employed in teaching jobs (610,000)	
In the labor reserve	350,000
Did not apply for teaching jobs (310,000)	
Applied for but not employed in teaching jobs (40,000)	
Total persons prepared to teach	6,100,000

Source: National Education Association

Estimated Demand for New Teachers Based On Criteria of 'Quality'

Source of Demand	Elementary	Secondary	Total
Enrollment change and trends toward improved staffing	-12,000	-15,000	-27,000
Teacher turnover	74,300	62,250	136,550
Temporary replacement of teachers having substandard qualifications	1,900	2,400	4,300
Reduction in number of overcrowded classes	127,500	125,400	252,900
Enlarged numbers enrolled in special education	35,000	22,250	57,250
Enlarged numbers enrolled in kindergarten and nursery school	10,800	—	10,800
Reduction in number of misassigned teachers	21,000	30,600	51,600
Enlargement of school offerings	10,000	40,000	50,000
TOTAL	268,500	267,900	536,400

Source: National Education Association

Total Graduate School Enrollment, by Discipline Area: 1982 Enrollment, Percent Change from 1981

	Education	Humanities	Social Sciences	Physical Sciences	Engineering	Biological Sciences
Public—Master's Highest	34,679	7,292	20,903	3,507	3,769	9,362
	-6.8%	-5.3	-1.1	+21.0	+12.3	-5.9
Private—Master's Highest	3,165	665	7,060	841	343	1,195
	-5.4	-7.9	-8.8	+51.5	+2.1	-0.2
Public—Ph.D. Highest	108,579	51,054	102,611	44,096	41,747	73,325
	-4.1	+1.6	+1.4	+6.5	+6.8	-0.7
Private—Ph.D. Highest	19,738	18,495	54,281	16,420	20,541	16,666
	-7.5	-2.3	-2.5	+4.8	+3.3	+0.2
TOTAL						
Master's Highest	37,844	7,957	27,963	4,348	4,132	10,577
	-6.7	-5.5	-3.2	+25.9	+11.4	-5.3
Ph.D. Highest	128,317	69,549	156,892	60,516	62,288	89,991
	-4.7	+0.5	0.0	+6.1	+5.6	-0.5
Public—Master's and Ph.D.	143,258	58,346	123,514	47,603	45,536	82,687
	-4.8	+0.6	+1.0	+7.5	+7.2	-1.3
Private—Master's and Ph.D.	22,903	19,160	61,341	17,261	20,884	17,861
	-7.2	-2.5	-3.3	+6.4	3.3	+0.2
TOTAL						
Master's and Ph.D.	166,161	77,506	184,855	64,864	66,420	100,548
	-5.1	-0.2	0.5	+7.2	+6.0	-1.0

Estimated Number of Teachers in Elementary and Secondary Schools, and Instructional Staff in Institutions of Higher Education

	Fall 1982	Fall 1983
Total elementary, secondary, and higher education	3,274,000	3,264,000
Public	2,761,000	2,751,000
Private	513,000	513,000
Elementary and secondary teachers [1]	2,404,000	2,394,000
Regular public schools	2,110,000	2,100,000
Regular private schools	275,000	275,000
Other public schools	14,000	14,000
Other private schools	5,000	5,000
Elementary teachers [1]	1,364,000	1,359,000
Regular public schools	1,165,000	1,160,000
Regular private schools	187,000	187,000
Other public schools	10,000	10,000
Other private schools	2,000	2,000
Secondary teachers [1]	1,040,000	1,035,000
Regular public schools	945,000	940,000
Regular private schools	88,000	88,000
Other public schools	4,000	4,000
Other private schools	3,000	3,000
Higher education instructional staff [2]	870,000	870,000
Public	637,000	637,000
Private	233,000	233,000

[1] "Regular" schools include schools that are a part of state and local school systems and also most nonprofit private elementary and secondary schools, both church affiliated and nonsectarian. "Other" schools include subcollegiate departments of institutions of higher education, residential schools for exceptional children, federal schools for Indians, and federal schools on military posts and other federal installations.

[2] Includes full-time and part-time staff with rank of instructor or above, and junior staff, such as graduate assistants, who provide instruction in colleges, universities, and professional schools.

Note: Fall enrollment is usually smaller than school-year enrollment, since the latter is a cumulative figure that includes students who enroll at any time during the year.

Source: National Center for Education Statistics, U.S. Education Department.

Percent Change in Master's Degrees Awarded, by Discipline Area From 1981 to 1982

	Education	Humanities	Social Sciences	Physical Sciences	Engineering	Biological Sciences
Public—Master's and Ph.D.	-6.3%	-3.8%	+0.8%	+4.1%	+0.9%	-3.2%
Private—Master's and Ph.D.	-2.0	0.0	+2.5	+10.0	+8.0	-0.7
Total	**-5.6**	**-2.9**	**+1.4**	**+5.7**	**+3.2**	**-2.8**

Percent Change in Doctorate Degrees Awarded, by Discipline Area From 1981 to 1982

	Education	Humanities	Social Sciences	Physical Sciences	Engineering	Biological Sciences
Public—Ph.D.	-1.9%	-2.2%	-3.7%	+4.9%	+3.8%	-1.6%
Private—Ph.D.	-15.4	-2.6	+1.9	-1.8	+1.1	+3.5
All Ph.D.	-4.7	-2.4	-1.8	+2.8	+2.8	-0.4

Source: Council of Graduate Schools